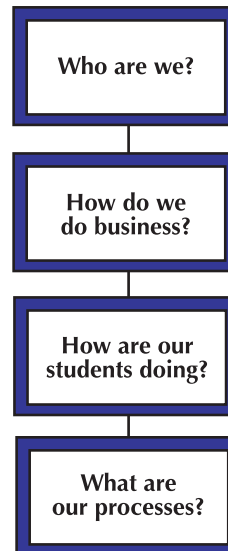


## Where Are We Now?

Knowing where a school is now is the part of planning for continuous school improvement that requires a comprehensive and honest look at *all* the school's data—not just student learning results. Looking at multiple measures of data can help staff answer the four sub-questions of *Where are we now?*

- ◆ *Who are we?*
  - ◆ *How do we do business?*
  - ◆ *How are our students doing? and*
  - ◆ *What are our processes?*
- ◆ *Who are we?* is answered through analysis of longitudinal demographic data. The current year's data can help staff see whom they have as students, and how the students are matched to whom they have as staff. The longitudinal analysis can help staff know how their populations have changed, and clarify what staff need to learn to meet the needs of whom they have as students. In demographic data, staff can see the system and leadership philosophies. Chapter 3 describes what demographic data are important, and how to report and analyze these data for continuous school improvement.
  - ◆ *How do we do business?* is mostly answered through perceptions and organizational assessments which inform staff about how the learning environment is set up for student and teacher success. Culture and climate, which reflect how the learning organization does business, help create the results the school is getting. Looking over time, staff can see progress is being made when culture and climate are improved. Chapter 4 explains the importance and uses of perceptual data in continuous school improvement.
  - ◆ *How are our students doing?* is answered through instruction-infused and formative and summative assessments, and helps staff know that students are learning what they are being taught. Over time, teachers can see individual student, teacher-classroom, grade, and school-level growth. Chapter 5 provides details for inventorying and analyzing student learning data for continuous school improvement.
  - ◆ *What are our processes?* is answered through listing and analyzing programs and processes and shows what staff are doing to get the results they are getting. After listing the school's processes and programs, it is important to describe each process and program's purpose, outcomes,

### Where are we now?



*Knowing where a school is now is the part of planning for continuous school improvement that requires a comprehensive and honest look at all the school's data—not just student learning results.*

### Answering the four sub-questions of *Where are we now?*

- *Who are we?* is answered through analysis of longitudinal demographic data.
- *How do we do business?* is mostly answered through perceptions and organizational assessments.
- *How are our students doing?* is answered through instruction-infused and formative and summative assessments.
- *What are our processes?* is answered through listing and analyzing programs and processes.

*If you took all the data needed to answer the questions above, they would fall into four major categories of demographics, perceptions, student learning, and school processes.*

intended participants, how they are to be implemented, how implementation is being measured, and the results. If programs cannot be described and their implementation spelled out, faculties cannot implement them with *integrity* (i.e., the adherence to the intent and purpose) and *fidelity* (i.e., the delivery of content and instructional strategies in the way in which they were designed and intended to be delivered—accurately and consistently). Chapter 6 focuses on listing and measuring school processes.

If you took all the data needed to answer the questions above, they would fall into four major categories of demographics, perceptions, student learning, and school processes. Figure 2.2 shows these four categories of data as overlapping circles. This figure illustrates the different types of information one can gain from each data type, with one year of data and over time, and the enhanced levels of analyses that can be gained from the intersections of the measures. Intersections of the four data categories are described in Chapter 8.

*Looking across the four types of data allows schools to see what they are doing to get the results they are getting now, what is working, what is not working, and how data elements relate to each other to impact results.*

### How Did We Get to Where We Are?

One measure, by itself, gives useful information. Looking across the four types of data allows schools to see what they are doing to get the results they are getting now, what is working, what is not working, and how data elements relate to each other to impact results. These analyses become comprehensive needs assessments, inform planning and visioning, and provide the data needed for evaluation. Chapter 7 details how school staff can analyze and use this comprehensive data analysis to inform a vision and create a plan for continuous school improvement. Chapter 8 shows how to go deeper into the data to understand contributing causes of undesirable results and how to predict and ensure success.

**How did we get to where we are?**

What is working/not working?

It is particularly important to know how the school is getting its current results in all areas, so processes that are achieving the school's desired results are repeated, and those not making a difference can be eliminated.

*Without a shared vision to which all staff members commit, a school's collective efforts have no target.*

### Where Do We Want to Be?

A school defines its purpose through its mission, vision, goals, and objectives. The school's mission, vision, and goals must be created from the core values and beliefs of the staff. Creating a vision from core values and beliefs ensures a vision that all staff members can share and to which they can and will commit. Without a shared vision to which all staff members commit, a school's collective efforts have no

**Where do we want to be?**

Why do we exist?

Where do we want to go?